DOCUMENT RESUME

ED 145 606 EC 102 470

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TITLE Northwest Special Education Program Model: Title III. A Model for Helping Students with Learning Disabilities. 1971-1974.
INSTITUTION Northwest Special Education, Lignite, N. Dak.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO 44-72-0009-3
PUB DATE 77
NOTE 36p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Demonstration Projects; *Diagnostic Teaching; Elementary Secondary Education; Identification; Inservice Teacher Education; *Learning Disabilities; *Program Descriptions; Remedial Programs; *Rural Education; Student Evaluation; *Tutorial Programs

ABSTRACT

The Northwest Special Education (NWSE) program model was designed to identify and provide analysis of academic and behavioral characteristics of rural area learning disabled students to facilitate prescriptive planning to be carried out through tutorial activities. Formal assessment procedures were carried out by the consultant while informal assessment procedures were done by the itinerant resource tutors. Among program findings was that the greatest amount of change was recorded on the test of word lists which required direct application of decoding skills and was indicative of transfer and generalization of skills. Among project activities were inservice training in diagnosis and remediation and development of job descriptions for the consultant-supervisor and itinerant resource tutor. (Graphs and illustrations on procedures and program content, which include a flow chart of the referral and implementation process and a sample teaching session sheet, are provided.) (SBH)

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NORTHWEST SPECIAL EDUCATION

PROGRAM MODEL

Title III ESEA, P.L. 89-10

Project Number 44-72-0009-3

1971–1974

Consultant-Supervisor: Joan Bonsness

Lignite, North Dakota

EC102470

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Preface

INNOVATIVENESS

Although many programs identified as "Learning Disabilities" are currently in operation throughout the country, such programs are not clearly established nor do the models adhere to a consistent organizational or instructional pattern. Since learning disabilities is a relatively new educational concern, it seems imperative that different experimental designs be encouraged and their results critically examined. To this extent, this program warrants national recognition.

Because the program is operated on a cooperative basis involving several small school districts, the approach taken within this program offers a very viable alternative for smaller rural school districts desiring to provide special services to learning disabled children. The program is most definitely an innovative model for the rural districts of North Dakota. It likewise exhibits a model which addresses a need for the smaller districts of the country.

Validation Team, April 30, 1974

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The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PROJECT ABSTRACT

NWSE Program Model FY '71–'74, Title III

Out in the boondocks. Well, maybe, but Northwest Special Education (NWSE), located at Lignite, North Dakota, continues to live and learn with the students and the schools of Burke County and through additional programs has been able to expand services each year.

NWSE Model has evolved from the handicapped component of the Upper Des Lacs Elementary Guidance Program Title III FY '68–'71. Continuation of the handicapped component – a consultive program for children with learning disabilities, was made possible through cooperative funding by local school districts and Burke County. The staff includes a Consultant-Supervisor, two Itinerant Resource Tutors and a Secretary.

NWSE was designed to help students who have learning problems; or more specifically, who have learning disabilities. "Helping" included identification and the provision of an analysis of academic and behavioral characteristics to facilitate individualized prescriptive planning to be carried out through tutorial activities.

The yearly tutorial caseload was 20 LD students for each tutor. The 20 students were seen twice weekly for 30 minutes in the room or out of the room as each case warranted. The classroom teacher was given programming help for the student's in-class activities.

Terminal objectives were written for each LD students on the basis of the assessment findings. Individual behavioral objectives provided continual assessment (not once and done) and gave direction to the evolving plan.

The identified LD population was approximately two percent of our county population and was considered to be the hard core LD cases. Referrals of students that were considered as having mild or moderate disabilities were served by the Consultant who helped the classroom teacher initiate intervention strategies without the tutorial activities of the itinerant tutor.

While providing the assessment and prescriptive planning for learning disabled students, the project design provided a framework for researching methods and materials. The Instructional Materials and Methods (IMM's) were disseminated to classroom teachers to be tried in group settings. The IMM's were catalogued at the center for later retrieval.

Our project was selected as a target practicum site in a Title VI-G project, supervised by the University of North Dakota and the Department of Public Instruction whose purpose was their title – Expanding Services for SLD Children in North Dakota. The practicum trainees were teachers fulfilling the requirements toward certification as SLD teachers.

DISCUSSION OF NWSE MODEL ACTIVITIES AND FINDINGS

Discussion of NWSE Model Activities and Findings:

The NWSE Program was an attempt to help the LD student in a rural, small school setting. The provision of continuous and frequently occurring assessment of a child's educational progress was crucial to the educational prescription and prohibited the exclusive use of standardized or norm-referenced measurement techniques. Needless to say, our evaluation was not a strict experimental design. We attempted to use both criterion-referenced and norm-referenced measures in our project. Consequently, our results and our objectives were a curious mixture of terminology and design for both measures.

It has been increasingly common for educators to become disenchanted with normative referenced assessment. Researchers have reported "there is no reason why locally run special education programs cannot adopt a criterion-referenced measurement system on their own." NWSE Program Model used this promising methodological innovation in order to individually tailor instruction for the learning disabled student in Burke County.

The formal assessment procedures were carried out by the Consultant. The informal assessment procedures were done by the Itinerant Resource Tutors. The pre-test measures indicated where the LD student was prior to remediation. (The LD students were placed on the hierarchy of subtasks congruent with their entry level.) The post-test measures were administered by the tutor at the completion of the remediation plan. An integral part of the process was the continual and frequently occuring assessment mentioned earlier.

Several tests were administered and the variety of tasks are described below. There were selected tests from the Screening Tests To Be Used By The Classroom Teacher. The tasks were spontaneous alphabet writing, dictated alphabet writing, say letter names and sounds, and a test of phonetic elements.

Word lists and the spelling lists from the Classroom Reading Inventory, the Wide Range Achievement Test, and the Key Math were used. The Wechsler Intelligence Scale for Children (WISC) was administered to assess gains in the performance area for selected students. The final test administered was the Pupil Behavior Rating Scale.

A summary statement of the project objectives that demonstrated learner change was, "After participating in the program for not more than 25 hours of one-to-one tutoring, the LD students will, on the average, increase .5 SD in knowledge, and in manipulative aspects, of remediated areas as measured by selected criterion-referenced and norm-referenced tests; and the LD students will increase positive behavior significantly (.05 level) according to teacher judgment on the Pupil Behavior Rating Scale (PBRS).

BIBLIOGRAPHY OF TESTS

Classroom Reading Inventory, Silvaroli, N.J., 1965. Wm. C. Brown Company, Dubuque, Iowa.

Key Math, Connolly, Austin, J., Ed. D., Nachtman, William, Ed. D., and Pritchett, E. Milo, Ed. D., 1971. American Guidance Service, Circle Pines, Minnesota.

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Screening Tests to Be Used By The Classroom Teacher, Wold, R.N., O.D. Academic Therapy Publications, San Rafael, California.

Wechsler Intelligence Scale for Children (WISC), Wechsler, David, 1949. The Psychological Corporation, New York, New York.

Wide Range Achievement Test (WRAT), Jastak, J. F., Bijou, S.R., and Jastak, S.R., 1965. Guidance Associates, Wilmington, Delaware.

* The Pupil Rating Scale (Screening for Learning Disabilities), Myklebust, Helmer R., Ed. D., 1971. Grune and Stratton, Inc., New York, New York.

SUMMARY OF EDUCATIONAL AND STATISTICAL FINDINGS OF THE NWSE PROGRAM MODEL

Summary of Educational and Statistical Findings of the NWSE Program Model:

The greatest amount of change (+19.06) was recorded on the test of word lists which required direct application of decoding skills and was indicative of transfer and generalization of skills. Teachers reported an increase in student behavior of trying to sound out words and improvement in spelling phonetically-regular words. Five of the six school sites used basal readers which emphasized the sight-word approach. Although phonics was taught, there has been research evidence indicating that without specific intervention, LD students do not transfer isolated phonetic elements into functional use. Therefore, it was concluded that the project activities were the cause of the attainment of the objective.

Historically, severely LD students do not learn after years of regular classroom placement, unless, a specific intervention strategy is initiated. Therefore, we may conclude that an average gain of .5 SD on Objective 1, 2, and 3, and exceeding a .05 level of significance on Objective 4 and 5, would truly reflect the changes due to the intervention strategy as measured by selected criterion-referenced and norm-referenced tests.

In addition to the statistical level specified, objectives were further tested by the Wilcoxon Matched-Pairs Signed Ranks Test. The McNemar Test for Significance of Changes was used to handle the data on the Key Math due to small N.

According to the Wilcoxon Matched-Pairs Signed Ranks Test the data level of significance ranged from .005 to .001, the only exception being the Performance subtests of the WISC which indicated a positive trend but was, at .063, not statistically significant.

PERSONNEL REQUIREMENTS

* Consultant-Supervisor

* Itinerant Resource Tutor

Happiness is

a plan that works!

Personnel Requirements:

It is impossible to assess the scope of the Northwest Special Education Program Model ESEA Title III Project without a description of the cooperative local community effort which was responsible for providing the necessary services needed to initiate this project.

The Consultant–Supervisor Program was sponsored by local funds from a three mill County Special Education levy, Title I money from each district and reimbursement from Special Education, Department of Public Instruction, Bismarck, North Dakota.

These funds were kept in a separate account labeled Burke County Learning Disabilities and separate records were maintained. Financial reports were presented monthly to the Board of Directors, who were the administrators of the local school districts.

In May of 1971, the five school districts of Burke County and the County Commissioners formed a cooperative program to fund the Burke County Learning Disabilities Program ($15,000.00). The cooperative program provided for a county consultant for special education to act as Supervisor for the Title III ESEA project, Northwest Special Education Model ($18,225.00 FY '72, and $26,000.00 FY '73).

The program, in conjunction with the Title III project included:

1. Conducting in each of the five county schools, the services necessary for diagnosis and remediation of children with specific learning disabilities.

2. Regularly scheduled in-service training for all learning disability staff in both diagnosis and remediation.

3. In-service training in specific learning disabilities for the faculties, including Basic Skills teachers, EMR teachers, and speech therapist.

4. Training for aides who work in the schools and for parents willing to carry out plans.

5. Research and evaluation of the program.

6. Dissemination activities for districts outside the project area, for helping agencies and state education facilities when requested, when such activities were commensurate with project goals.

Job Title: Consultant-Supervisor

Job Description:

General Statement:

The position of Consultant-Supervisor shall be under the administrators of the county schools who serve as the Board of Directors. The program responsibilities of the Consultant-Supervisor shall be a part of the Burke County Special Education Program and subject to the approval by the North Dakota Department of Public Instruction, Special Education Department.

Specific Responsibilities:

1. To organize and be responsible for a Learning Disabilities Program at the assigned school(s), which include all phases of such a program as outlined below.

2. To consult with and work with staff in the implementation of that program at all levels.

   a. To provide and interpret diagnostic services and assist in planning and carrying out prescriptive instructional programs for children with learning disabilities.

   b. To supervise and plan tutorial service for more severe Learning Disabilities students (2% of population) on a one-to-one basis. These provisions assured the supportive services which would enable the student to remain in the regular classroom.

   c. To provide in-service to tutors, teachers, and parents in finding and using appropriate materials and methodologies for the students identified as exhibiting learning difficulties.

3. To provide leadership in assessing, developing, and implementing new dimensions in LD and related fields of exceptionality.

   a. Material needs.

   b. Instructional needs.

4. To work with area agencies and teachers in the interpretation and implementation of prescriptive instructional programs for the diagnosed students.

5. The Consultant-Supervisor will work with school administrators, the Burke County Special Education, local agencies, administrative boards, and North Dakota Department of Public Instruction, Special Education staff to assist in planning for specific children.

   a. To arrange staffings with agencies, teachers, and the speech clinician.

   b. To arrange conferences with parents, teachers, and Consultant-Supervisor.

   c. To report to administrators on problem cases.

   d. To give assistance in developing a case history.

   e. To add to students' profiles.

   f. To plan for present and future program implementation.

6. To help establish and monitor programs in the classroom for children with specific learning disabilities.

Skills and Knowledge Required:

The Consultant-Supervisor must meet North Dakota certification requirements for the Learning Disabilities Endorsement.

Experience Required:

The Consultant-Supervisor must have experience at the elementary school level and experience in working with children who have diagnosed specific learning disabilities.

Supervision Received and Given:

Direct supervision is provided by the respective administrators who serve on the Board of Directors. The Consultant-Supervisor works with the North Dakota Department of Public Instruction Special Education Staff to insure approved program status of the project model.

Job Title: Itinerant Resource Tutor

Job Description:

General Statement:

The Northwest Special Education Model was approved as in keeping with the policies established by the Department of Public Instruction related to the approval of programs in specific learning disabilities. The use of tutorial aides in working with children with specific learning disabilities was a model which could be replicated in other school districts in North Dakota when the following requirements were met:

1. The SLD Program must be supervised and coordinated by a consultant with a Master's degree and three years of successful experience in a specific learning disability program.

2. The tutoring must be done by an SLD aide with a valid North Dakota teaching certificate in elementary education and preferably with a background in special education.

3. Qualifications of the tutorial aide to be selected must include the ability to provide for individual differences in children.

4. The tutorial aides must take advantage of coursework in specific learning disabilities and/or in-service training which is made available to them.

5. To continue in the program, the aides must indicate an interest in seeking a special education credential in specific learning disabilities.

6. The tutorial aide should be assigned to work only with children eligible for the SLD program. Ordinarily these children need daily tutoring.

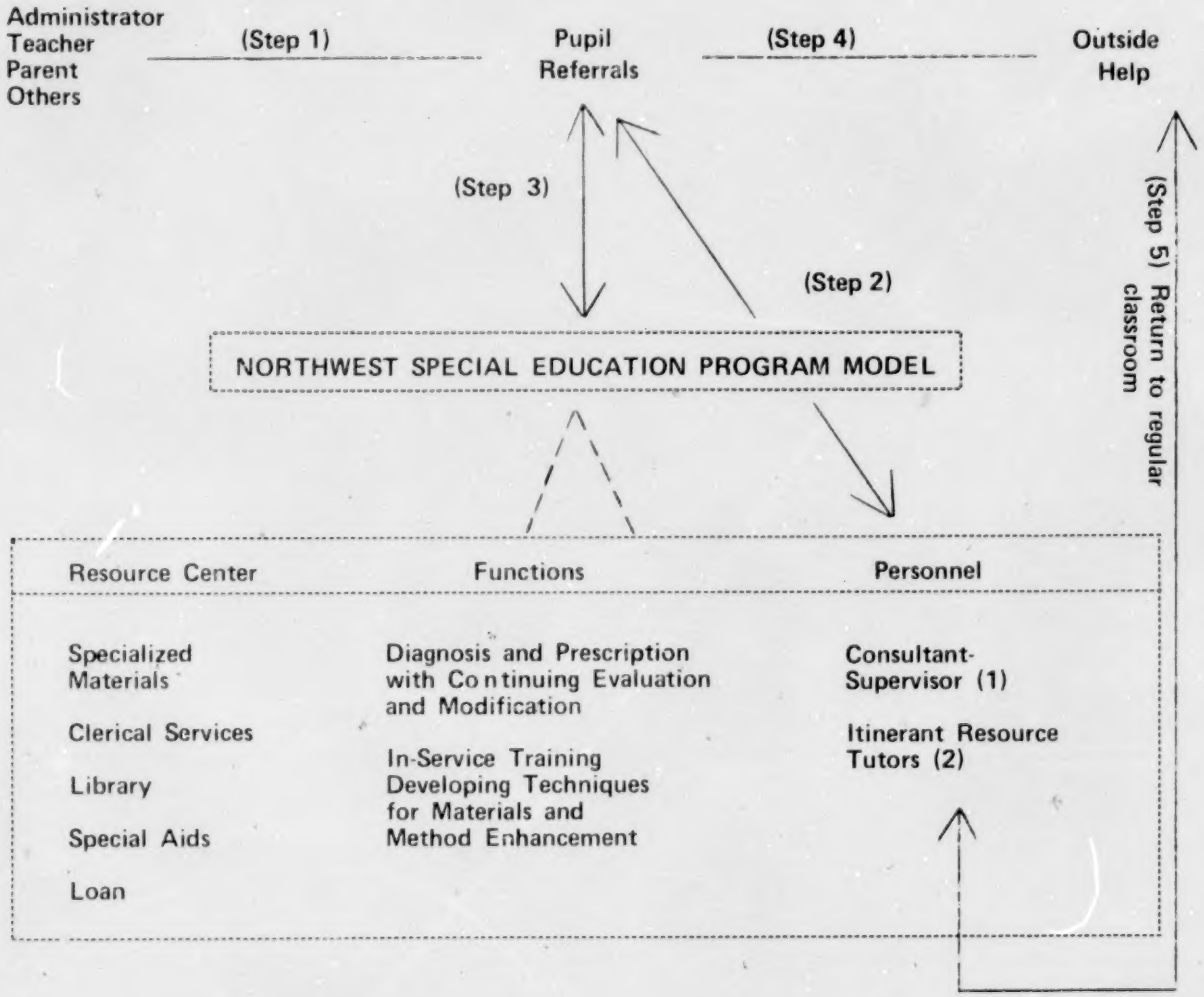
7. Each child's program, if he is tutored by an aide, should be supervised regularly (at least weekly) through consultation between the aide and the SLD consultant.

PROCEDURES AND PROGRAM CONTENT

TIME AND LOGISTIC CHART FOR NORTHWEST SPECIAL EDUCATION MODEL

		Itinerant Resource Tutors (2)	Consultant-Supervisor (1)
Sept. 4 weeks	Attend Weekly Sessions In-service Materials & Methods Diagnostics Reporting	Attend Orientation Activities 1. Project-Reporting, testing, & materials and methods 2. Schools-Referrals by teachers and parents, diagnostics by project staff Begin Scheduling	Direct Orientation Activities 1. Project 2. Schools On-going Activities a. Direct Title III project - supervising, ordering, evaluating, and DISSEMINATING b. Act as supervisor for all tutoring activities c. Provide teacher in-service and consultive activities to Burke County Schools on regularly scheduled visits d. Attend administrative board meetings e. Use "team approach" with area agencies in solving problems f. Coordinate on-site practicum groups Arrange preliminary meeting with project evaluator Plan & carry out Kindergarten Workshop Produce INNOVATIVE INSTRUCTIONAL MATERIALS & METHODS KIT for state & national publication.* Plan for 1974--75 Report data for evaluation *Field Study 1974--75
Oct.-Nov. 8 weeks	Same	a. Begin one-to-one tutoring activities b. Arrange parent and teacher conferences c. Observe variety of materials and methods processes (Reading, Math, Spelling, Language, & Writing) d. Develop IMM's	
Dec.--Mid Jan. 4 weeks	Same	Continue a,b,c,d above Contribute IMM's to Center Demonstrate 5 materials and methods to teacher(s) Read 2 professional books.	
Mid Jan.-- Mid March 8 weeks	Same	Continue a,b,c,d, above Attend available Seminars and Workshops (2) Read 1 professional book Attend Kindergarten Workshop	
April-- May 8 weeks	Same	Continue a,b,c,d, above Collect post data on tutorial students for evaluation Report to parents, teachers, and DPI	

FLOW CHART OF REFERRAL AND IMPLEMENTATION PROCESS



In step 1 of the Referral and Implementation Flow Chart the teacher, administrator, parent, or others might make a referral at which time a statement of the problem situation would be made. The referral process includes conferences, observations, and assessment by project personnel in a team effort with school and other personnel (as the case may be). If no appropriate strategy can be worked out in the regular class setting, the child is placed in a tutorial remedial setting. In step 3 team personnel plan the educational prescription with the provision of continuous and frequently occurring assessment of the child's progress. The plan evolves as the instructional objectives are evaluated on the Teaching Session sheets (see sample on the following page). The method card may be the beginning of an IMM (Instructional Material and Method) which will have use for other students with similar problems.

Step 4 provides for referral to an outside agency if and when it is needed.

At any time that it may be possible for the classroom teacher to carry out the specific remedial plan the classroom teacher is provided with in-service activities to enable her to initiate the activity. In the event that the classroom teacher does not carry out the specific plan, in-service is provided for the purpose of providing for the LD students "in-class" time.

SAMPLE

TEACHING SESSION NO. 12 DATE Wednesday, October 17, 1973

In the room _____ Student Tommy Grade 1

Outside the room X Tutor _____ Time 9:30 a.m.

Classroom Teacher _____ Session Length 25 minutes

OBJECTIVE: Given word cards (green dot cue) with /a/, Tommy will read them as whole words on his first response: sat, mat, rat, bat, fat, am, ram, Sam, jam, with 90% accuracy.

OBSERVATIONS:

(General attitude during sessions:)

-3	-2	-1	0	+1	(+2)	+3
Hostile	Reticent	Cool		Cooperative (Grudgingly)	Cooperative	Enthusiastic

INSTRUCTIONAL MATERIAL: Board
12x18 for r
workpad 11 & 12 (Palo Alto)
word cards
a lphabet book

METHOD: (see cards)

1. Review on board b, s, r, j, a (not /p/)
2. 12x18 for r and s
3. workpad pages 12, 13, & 14 (Palo Alto)
4. Read word cards listed in objective - sounding silently to himself and then combining.
5. Illustrate b & f in alphabet book.

EVALUATION:

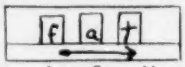
Objective achieved with 100% accuracy when given the cards for just the words listed above. He thinks a long time before he says the word – seems to have trouble synthesizing the sounds internally. He definitely needs to blend faster so the sounds are not separated in his mind.

Northwest Special Education Model
Lignite, North Dakota

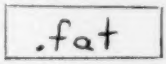
METHOD CARDS

Tommy Kit:

1. Introduce individual letter sounds.
2. Use letter cards for building patterns.
   a. Teacher provide auditory clue of sound.
   b. Teacher builds sound sequences in directionality pocket.



3. Read words from cards with green dot for directionality cue.



4. Spell words from dictation.
   a. Begin on unlined paper.
   b. Do not let Tommy erase - he should stop and rewrite the word as a whole.

11-6-73: Tommy Kit Modification:

To eliminate individual sounding of letters, move to Distar blending technique (see no. 7, Procedure for Introducing Blending Skills and Reading Words - NWSE Handout).

The project staff discovered in working with severe LD students that it was rarely possible to use commercially prepared instructional materials and methods. The sequence, rate of presentation, and format were some of the variables that prohibited their use. It became necessary to create and develop instructional materials and methods (IMM's) and/or to invent a remedial strategy.

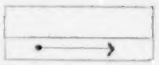
The NWSE Program Model dissemination effort will include field-testing the systems we created and the modifications we invented.

The "Danny" (named for the student it was designed to help) was an instructional material and method designed for the tutors to use with the classroom teacher as the learner.

Instructional Material and Method: IMM

IMM name "Danny"

1. Rationale: The Danny cards were developed to provide a kinesthetic clue to facilitate recall of how to vocally produce letter sounds.

2. Content Description: Cards with pictures of faces for the 12 letters presented (a, i, o, b, f, h, j, k, m, p, t, and g) including approximately 4 cards for each sound. (See card illustration page.) Mirror, flash, cards, directionality folder  , and glare-proof page protectors. (See mouth position page.)

3. Behavioral Objectives:

   a. Given visual stimulus (card with letter m), Danny will say the letter sound /m/ (see other sounds listed above) immediately with no "trying out" mouth positions. (Note: each letter introduced separately.)

   b. Given visual stimulus card with letters ma , Danny will blend CV presentation(s) (as introduced m, a, to ma) by saying /ma/.

   c. Given CVC flash cards with medial vowel a and a repertoire of nine consonant sounds (m, t, f, g, b, j, k, p, and h), Danny will read CVC words at a rate of 30 per minute.

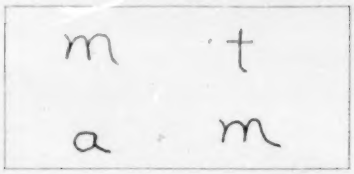
   d. Given CVC words on flash cards with mixed vowels (a, i, and o) and nine consonants (above), Danny will read at a rate of 20 per minute.

   NOTE: Each objective applies to the sound and/or combination of letter sounds listed. Each sound is introduced at the rate the child learns them.

4. Learning Activities:

   (See instruction page.)

Blending may need to be specifically taught using tough and sound game adapted from Distar.



Directions for blending help:

a. Teacher points and says sound - only hold as long as pointing is being done.

b. Pupil models teacher.

c. Teacher points to "m" and holds sound (continuous) as she moved toward a /m-m-m-a-a-a/.

d. Reverse c. (am)

e. Repeat c, add /t/.

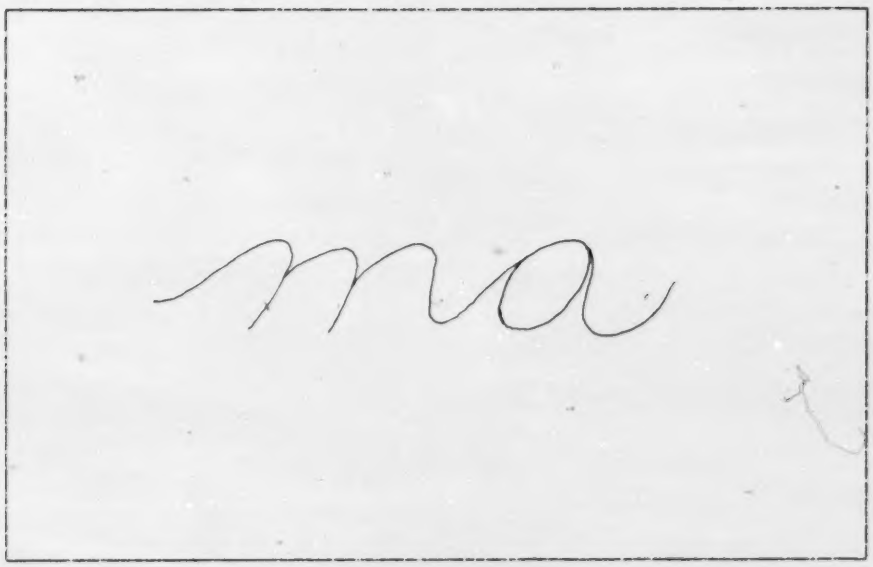
Do not attempt to hold t, d, b, j; h, and g. Touch as if on a hot stove. These letters should be introduced as ending sounds of early CVC word recognition lessons.

5. Optional Activities: The cards may be used for auditory discrimination activities by having the student match the sound card to the face card when the sound is dictated by the teacher, put on a tape recorder, or on a language master. The facial cue cards may be faded as previously described. The student may write and say the sound to strengthen the integration process.

NOTE: Teaching the written form may require an additional intervention program if writing a problem for the student.

EVALUATION: Someone (teacher, tutor, aide) must provide Danny with immediate reinforcement for spontaneous emission of correct sound. He may use a Language Master for independent practice. After a repertoire of sounds have been developed he may be charted on sounds per per minute.

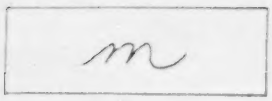
CARD ILLUSTRATION



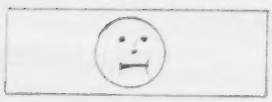
Danny: Mouth Positions for Group I Letters

a		k	
b	Lips together with puff of air.	m	
f	Teeth over bottom Lip.	p	Lips together with puff of air.
h		t	Tongue behind teeth but not touching.
i		g	
j		o	

INSTRUCTIONS:

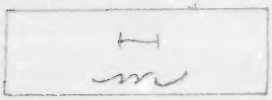


1. Teacher presents Card 1, points to the letter (visual) and sounds it (auditory). Teacher and student sound it together while teacher points. Teacher points while student sounds it. Student looks at himself in mirror as he sounds.

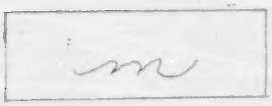


2. Teacher presents Card 2, showing the entire face with the shape his mouth assumes when sounding "m". Teacher talks about the face and tells how to make it and how it feels (kinesthetic). Student imitates teacher and picture models.

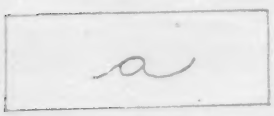
3. Teacher presents Card 3, which shows the full face over the letter "m". Student is asked to recall the sound. If unable to respond appropriately, teacher returns to step 2.



4. Teacher presents Card 4, which shows only the mouth shape and the letter "m". Student is asked if he can sound it out by feeling his mouth as the picture. If unable to respond appropriately, teacher returns to step 3.



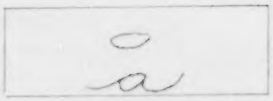
5. Teacher presents Card 5, which shows only the letter "m". Student is asked if he can say the sound without the mouth present. If unable to respond appropriately, teacher returns to step 4.



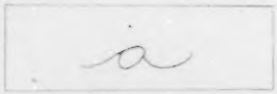
6. Teacher presents Card 6, points to the letter "a" and sounds it. Teacher and student sound it together while teacher points. Teacher points while the student sounds it.

7. Teacher presents Card 7, showing the entire face with the shape his mouth assumes when sounding "a". Teacher talks about the face and tells how to make it. Student imitates teacher and picture models.

8. Teacher presents Card 8, which shows the full face over the letter "a". Student is asked to recall the sound. If If unable to respond appropriately, teacher returns to to step 7.

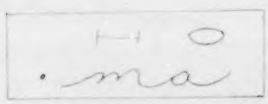


9. Teacher presents Card 9, which shows only the mouth shape and the letter "a". Student is asked if he can sound it out by feeling his mouth as the picture. If unable to respond appropriately, teacher returns to step 8.

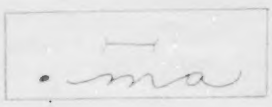


10. Teacher presents Card 10, which shows only the letter "a". Student is asked if he can say the sound without the mouth present. If unable to respond appropriately, teacher returns to step 9.

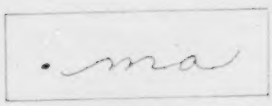
11. Teacher presents Card 11,which shows the full face for the "m" and "a" sounds and the letters "ma". Teacher points to the letters as she blends and sounds, repeating several times. Teacher and student sound the letters together as the Teacher points. Teacher points as student sounds alone.
(Note: dot for directionality clue.)



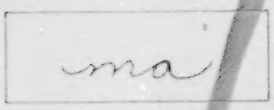
12. Teacher presents Card 12, which shows only the mouth shapes for the sounds of letters "m" and "a" and the letters "ma" themselves. Student is asked if he can sound it out by feeling his mouth as the picture. If unable to respond appropriately, Teacher returns to step 11.



13. Teacher presents Card 13, which shows only the mouth shape for the letter "m" and the letters "ma". Student is asked if he can sound it out by feeling his mouth as the picture begins. If unable to respond appropriately, teacher returns to step 12.



14. Teacher presents Card 14, which shows only the letters "ma". Student is asked if he can say the sounds without the mouth present. If unable to respond appropriately, teacher returns to step 13.



15. Teacher presents Card 15, which shows only the letters "ma". Student is asked to say the sounds. If unable to respond appropriately, teacher returns to step 14.

Instructional Material and Method
for Classroom Teachers

IMM name: "Turn Teaching to Team Teaching"

Media: Film strip (U-Film), tape recorder, and blank cassette.

Communication problem: Reciprocal understanding of the LD and classroom teacher's problems in providing unique curriculum needs for LD students.

Type of media selected to solve the communication problem:

Film Strip U-Film (blank film, colored pencils), tape recorder, and blank cassette.

LD and Classroom Teacher Activities and Conferences:

a. Conference to describe remedial rationale and process by the LD teacher.

b. Teacher observes the tutor in remedial setting with the student.

c. Conference regarding relationship between a and b.

d. Teacher again observes tutor in remedial setting, then does some of the tutoring with tutor help.

e. Teacher provides tutor with classroom activities to be done while substituting for teacher.

f. Tutor teaches - teacher tutors.

g. Conference is held for purpose of teacher reacting to the tutoring role.

h. The teacher and the tutor work as a team on out-of-room and in-room on-going strategies to help the LD student.

Substitute teacher needed in classroom for activities a - d.

The film strip of cartoon drawings, a multi-sensory approach, provides the LD teacher with a means by which she may preview activities with the classroom teacher (a-h) in a subjective way. The teacher has the option to select which and how many of the activities in which she will participate. The film is useful media for focusing the participants attention on a common experience and may facilitate the sharing of attitudes and emotions.

The LD teacher narrates the pictorial cartoon representation of activities. The teacher is encouraged to respond at any time and/or to ask questions. The LD teacher and classroom teacher then listen to an actual taped conference of role-reversal activity (g). If the communication process is to be effective the receiver has to be receptive.

To: Northwest Special Education Program Model
Lignite, North Dakota 58752

From: _____

_____

_____

I am interested in:

_____ on-site visit

_____ information for model replication

_____ forms used by your project (please specify)

_____ evaluation reports

_____ validation reports

_____ publication of materials

_____ other (please specify)